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ABSTRACT

A proposed program in English as a Second Language (ESL) for limited-English-proficient students at California State University at Los Angeles (CSLA) is outlined. Eligible international students and recent immigrants and refugees would be identified and placed using a test of English for academic purposes. The proposed program would consists of three content-based courses at sub-collegiate, lower-division, and upper-division levels, designed to mirror demands of the general education curriculum and provide computer literacy needed for academic success. Student must fulfill existing basic and upper-division writing requirements. ESL students would also be able to take existing speech and communication courses focusing on oral skills. The program would be placed within the English department, the existing program of English for speakers of other languages (TESOL), or an appropriate administrative unit such as learning services. Appended materials include the ESL advisory committee membership list, general catalog descriptions of CSLA admission requirements for non-native speakers of English, and charts detailing program course objectives and content. (MSE)

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ED 407 842

A PROPOSED ESL PROGRAM FOR CALIFORNIA STATE UNIVERSITY, LOS ANGELES

A Discussion Paper Based on Meetings during 1995-1996 of the ESL Advisory Committee

(Funded by a University Lottery Grant)

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Written by
Jose L. Galvan and Lia Kamhi-Stein

May 6, 1996

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Executive Summary

This paper describes a model of an English as a Second Language (ESL) program for California State University, Los Angeles (CSLA) which grew out of discussions held during 1995-96 with faculty and staff from a wide range of departments and programs at CSLA. The model is intended to highlight the areas of consensus reached during a series of meetings of the ESL Advisory Committee (see Appendix A for list of members), a group formed to advise the ESL Curriculum Development Project, funded by a CSLA University lottery grant. The ESL program described here was designed to address the needs of matriculated students at both the undergraduate and graduate levels, who are found to be lacking in English language development even though they are eligible for admission to the University.

The highlights of this discussion paper are as follows:

ESL Students in Relation to CSLA's Admissions Requirements. The CSLA General Catalog describes the admissions requirements for international students and others whose "preparatory education was principally in a language other than English." They include a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Although the TOEFL is used widely as a screening tool for admissions, it was not designed to be used for placement purposes.

ESL and Non-ESL Students at CSLA. The question of who is and who is not to be considered an ESL student is an important one at CSLA. A report of the Intersegmental Council of the Academic Senates (ICAS) describes the "second language student" in California schools (K-12, community colleges, UC, and CSU) as consisting of three principal groups. They are transitional students, international

students, and recent immigrants and refugees. The proposed ESL program targets international students and recent immigrants and refugees. It is not possible to identify non-English speaking students with the current OASIS system, a problem which stems from the lack of a language background question on the CSU admissions application.

The Test of English for Academic Purposes (TEAP). The development of the TEAP for use as a placement test at CSLA is underway as part of this project. The test is designed to measure multiple competencies (listening, speaking, reading, writing, vocabulary, grammar, discourse features, etc.) and is performance oriented, with authentic academic materials, tasks, and contexts drawn from the CSLA academic environment.

A Proposed ESL Program at CSLA. The proposed ESL Program for CSLA would consist of three courses--a sub-collegiate class (ESL 080), a lower-division class (ESL 100), and an upper-division class (ESL 300). The three classes are designed to mirror the academic demands placed on students who undertake the CSLA GE curriculum. They are content-based, reflecting the topics found in the existing GE courses. These topics are linked by "threads" designed to assist the students in applying the learned language concepts to other contexts. And they are designed to maximize the computer-related technology necessary for success in the University (Internet resources, on-line databases, etc.).

The English Composition Requirement and the ESL Program. The articulation between the proposed ESL courses and the English composition requirement is straightforward. The proposed courses would serve as additional requirements or electives for ESL students. Students would continue to be held responsible for fulfilling the Basic Writing requirement (ENGL 095 and 096) if their EPT scores place them at these levels, and they would still have to satisfy the same English composition requirement as native English speakers do by taking ENGL 101 and 102. Two proposals for accommodating ESL students in ENGL 095 and 096, which originated in the English Department, have been advanced. One is a team-teaching model, in which sections of these courses would be

scheduled concurrently and taught by pairs of instructors, with one trained in composition and the other in ESL. The second is an adjunct course model, in which two-unit ESL adjunct courses would be created and adjoined to sections of ENGL 095, 096, and 101.

The Upper-division Writing Requirement and the ESL Program. The articulation between the proposed ESL Program and the upper-division writing requirement is also straightforward. The upper-division ESL 300 course is designed to prepare students for their major departments' upper-division writing courses, not to replace them.

Existing ESL Services at CSLA. The existing ESL services at CSLA include the ACLP intensive English program offered through Continuing Education, the Student Support Services' ESL reading course (EDCI 093) for students who meet federal guidelines for EOP services.

Projected Flow-pattern for ESL Students Entering CSLA. All students admitted to CSLA would be asked to identify their native language, and, for those who were not born in the US, to report the date of entry. Students for whom English is not the native language and who have arrived in the US within about 4-6 years would be scheduled to take the TEAP. The test results would be used either to recommend placement of students in an appropriate ESL class or to exempt them from the program. The TEAP would also be used to recommend placement of upper-division transfers and graduate students. ESL students would also be able to take existing classes which deal with oral skills development--SPCH 094, SPCH 150, and COMD 160 are courses which already exist.

The Proposed Curriculum and the University's Curricular Process. The present document will form the basis of a Final Report of this grant which will be submitted to the Provost and Vice President for Academic Affairs. The question remains, however, of what would be the appropriate avenue for the subject of "the role for ESL at CSLA" to receive the most appropriate consideration by the University's academic governance structure. The course descriptions would need to be recast as new course proposals and channeled

through the appropriate committees, but it would be premature to carry these descriptions to that point until it is decided which department will initiate the proposals. There are three possibilities--the English Department, which currently houses the University's Composition Program; the TESOL Program, which is staffed by experts in the fields of ESL and Applied Linguistics; or some other appropriate administrative unit, such the University Learning Services area.

Evaluation of the Discussion Paper. Earlier drafts of this paper were reviewed by faculty members and others at CSLA as well as by experts in ESL and Applied Linguistics from across the country. It is expected that additional modifications will be made based on the discussions held during the May 16 meeting.

Appendices. The appendices include: (a) the membership list of the ESL Advisory Committee, (b) the General Catalog descriptions of CSLA's admissions requirements for non-native speakers of English, and (c) detailed descriptions of the content of the proposed ESL courses.

Introduction

This document describes a model of an English as a Second Language (ESL) program for California State University, Los Angeles (CSLA) which grew out of discussions held during 1995-96 with faculty and staff from a wide range of departments and programs at CSLA. The model is intended to highlight the areas of consensus reached during a series of meetings of the ESL Advisory Committee (See Appendix A), a group formed to advise the ESL Curriculum Development Project, funded by a CSLA University Lottery Grant and directed by Jose Galvan, Coordinator of the TESOL MA Program at the campus. The ESL program described here was designed to address the needs of matriculated students at both the undergraduate and graduate levels, who are found to be lacking in English language development even though they are eligible for admission to the University. The Test of English for Academic Purposes (TEAP), developed as part of this Lottery Grant, will be used to determine which students will enter the proposed ESL program.

The overwhelming majority of students at CSLA are of non-English speaking backgrounds (about 66%), and it is well-documented that many of these students will have difficulties in higher education that can be related to their language backgrounds, including those African-Americans who speak a non-standard variety of English. Most of these students, however, will not enter the proposed ESL program because their needs are different than those addressed in this document. It is important to stress here that we do not mean to suggest that these students should not receive language-sensitive instruction. On the contrary, there is a growing body of literature that addresses these needs, and one of the best examples of programs of this type originated on our own campus, the Project "Learning English for Academic Purposes" (LEAP). As USC linguist Robert Kaplan, one of the external reviewers who was asked to evaluate this document stated, "populations [who] represent groups of speakers of various non-

standard varieties of English [...], by definition, constitute 'at-risk' populations".[1] He went on to suggest that any proposed solution to our student body's language-related problems which ignores this group's needs "is immediately suspect." In fact, in addition to Project LEAP, a number of programs exist on this campus that specifically address these needs, including the Basic Writing program in the English Department and the suite of services offered through the Student Support Program. In addition, a newly funded Title III grant was designed specifically to improve the services provided for these students during their first two years of enrollment at CSLA. To emphasize, our assumption in framing this document is that, although second-language background students generally tend to exhibit greater difficulties in college than native-English speakers, the needs of ESL students are unique precisely because they have spent a relatively little amount of time studying English. Further, although we already have a number of programs that target the second-language background student, there currently is almost nothing offered for ESL students.

ESL Students in Relation to CSLA's Admissions Requirements

The University's General Catalog describes the admissions requirements for international students and others whose "preparatory education was principally in a language other than English" on pp. 40-41 for undergraduate and transfer students and on p. 330 for graduate students. These requirements are appended to this report (Appendix B). In general, they stipulate that these categories of students must present a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). The TOEFL is generally accepted among American universities as an adequate screening tool for admissions purposes, but it was not designed to provide diagnostic data and, thus, cannot be used for placement purposes. In fact, most universities with ESL programs require that students take a placement test locally before they are permitted to enroll in ESL classes.

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[1] R. Kaplan (personal communication, April 2, 1996).
In addition to Kaplan, several CSLA individuals made persuasive arguments that the needs of non-ESL second-language and non-standard English dialect speakers should be emphasized in this document.

ESL and Non-ESL Students at CSLA

As noted in the introduction, the question of who is and who is not to be considered an ESL student is an important one at CSLA, given the large numbers of students for whom English is not the native language. Although the campus' student information system (known as OASIS) does not contain a field for language background, several recent surveys of the CSLA student population have confirmed that approximately 66% of the university's student body does not claim English as its native language. Obviously, not all of these are ESL students.

The report California Pathways, published in 1995 by the Intersegmental Council of the Academic Senates (ICAS), presents a description of "the second language student" that is designed to apply across the various educational segments, from K-12 and community colleges to the University of California and California State University systems. This report describes the second language student population as consisting of three groups. The first group is composed of transitional students, so called because it is assumed that they have made the transition from bilingual education classes to mainstream ones. These students, most of whom were born in the US, often still use their first language at home but frequently lack literacy skills in it. Transitional students have often developed oral competency in English comparable to native English speakers; however, because of their second language background and the type of education they have received, they often have not acquired sufficient academic language skills in English to succeed in a General Education (GE) curriculum. The transitional students, many of whom are products of bilingual education programs, often are mislabeled as ESL. Given that these "second language" students have received much of their prior education in English, have an intuitive knowledge of the grammar of spoken English, and are familiar with American culture and customs, they will most probably go directly into the English Department's composition program because this program was designed specifically to deal with this population. The second group is composed of international students who come to the US for the purpose of obtaining a degree from a US university. These students have had their previous education in their home language and need assistance in transferring concepts and skills already learned to English. The third group is composed of recent immigrants and refugees who have come to the US to live permanently. Many, though not all, of these students have already developed academic literacy skills in their first languages. Therefore, when they enter US schools, they have to develop academic literacy

skills in English at levels appropriate to enable them to function successfully in the American academic environment.

The ESL Program described herein was designed to address the needs of the second and third groups, the international non-immigrant students and the recent immigrant students who arrived in the US within about 4-6 years[2] of their application for admission to CSLA. There is no doubt that some students who are identified in this way will have sufficient proficiency in English to bypass the ESL Program, and, likewise, there will be immigrant students who have been in the US for many years who will need to be referred into the program either by faculty members or by their academic advisers.

Given that the OASIS system does not contain language background data on students, it is at present difficult, if not impossible, to administer an ESL Program designed to meet the needs of the entire campus. Currently, language data for CSLA students come from a variety of sources (e.g., in-take forms for Student Support Services, supplemental questions on the Student Needs Attitudes and Priorities Survey, Writing Proficiency Exam Student Survey, etc.). The methodological problems with consolidating these various databases into a single location are obvious, and, yet, retaining separate locations for data which are so central to a valid description of our student body is indefensible. It is critical, therefore, that the campus move quickly towards a means of incorporating language background questions as part of the admissions process and that this information be added to OASIS. The benefits of a centrally maintained record of students' language background will extend to every office that provides services to them, including the proposed ESL Program.

The Test of English for Academic Purposes (TEAP)

The TEAP is designed primarily for the purpose of identifying non-native speakers who have such limited abilities in English that their success in undergraduate and graduate programs on campus would be doubtful. Such students will be placed into ESL classes that address their academic needs.

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[2] According to J. Cummins ("Bilingual education and English immersion: The Ramirez report in theoretical perspective," *Bilingual Research Journal, 16*, 1-2, pp. 91-103), "Conversational skills often approach native-like levels within about two years of exposure to English whereas a period of 4-9 years (Collier 1987, 1989) or 5-7 years (Cummins 1981) of school exposure has been reported as necessary for ESL students to achieve as well as native speakers in academic aspects of English" (p. 96).

The test will be administered in the week prior to the beginning of each quarter. If the numbers warrant, a second administration will be scheduled in the first week of the quarter.

Design Principles

The TEAP, which is grounded in current language testing theory, was designed with three basic principles in mind. The first principle is that language ability is best understood as consisting of multiple components representing multiple competencies. These competencies include, at the very least, listening, speaking, reading, and writing, but they also include more specific competencies such as vocabulary, grammar, discoursal features, etc. This approach to describing language proficiency will allow for greater accuracy in student placements. Second, the test is based on a survey of academic demands placed on CSLA undergraduates in GE and upper division courses as well as in introductory graduate courses. The third principle is that language ability is best measured as a performance test. Therefore, this test will be performance oriented, with authentic academic materials, tasks, and contexts. For example, reading passages are taken from actual undergraduate texts used on this campus, and the listening passages are videotaped excerpts of actual lectures given here.

Structure of the Test

The TEAP consists of three parts--Reading, Listening, and Writing. A fourth component covering Speaking will be designed at a later date. Part I, Reading, is a 40-minute test which uses academic reading passages based on actual content-area textbooks. Reading comprehension question types will include true-false, multiple-choice, and gap-filling. Part II, which covers Listening, is a 30-minute test based on a video of an academic lecture. The question types will include true-false and multiple-choice. Finally, Part III covers Writing. Students will be given 60 minutes to write two essays based on a reading passage. One essay will be long, and one short; one will be argumentative, and one a letter or a summary. As noted, the Speaking test will be designed at a later date.

Scoring and Placement

The TEAP will be trialed in Fall 1996. Classes with large numbers of second language students will be targeted for this purpose. Cut scores and score profiles for each of the skill areas

tested will be set and evaluated during this phase of the project. Placement into classes, too, will be experimented with at this phase, assuming that the new ESL courses can be offered during the Fall Quarter 1996.

A Proposed ESL Program at CSLA

The proposed ESL Program consists of three courses--a sub-collegiate class, tentatively labeled ESL 080 (Introduction to English for Academic Purposes); a lower-division class, ESL 100 (English for Academic Purposes); and an upper-division class, ESL 300 (Advanced English for Academic Purposes). All three classes are designed to provide instruction in what is called English for Academic Purposes (EAP). The overall rationale for EAP courses at the post-secondary level, simply stated, is that ESL students will benefit from instruction that trains them in the academic language skills requirements of American universities at the same time that the students are given opportunities to continue to develop their accuracy in English.

All three proposed courses share four basic characteristics. First, the instruction will mirror the reality of the GE curriculum. A survey of the academic discourse requirements of CSLA's GE courses was used to identify the specific listening, reading, and writing tasks of the ESL Program, including such tasks as summarizing and synthesizing. This resulted in a curriculum which requires ESL students to apply a variety of listening, speaking, reading, and writing strategies and, at the same time, to develop a good understanding of the academic demands of the GE curriculum.

Second, instruction in the ESL courses will be content-based. This means that the lessons in the ESL courses will be centered around topics used by GE instructors. This match between the GE curriculum and the ESL Program will provide ESL students with exposure to the real curriculum and will help ESL students acquire additional background knowledge about topics covered in GE courses.

Third, the topics in the courses will be linked by "threads" which will help students see, in an objective way, that the strategies applied in one context will assist learning in other contexts. Examples of possible threads are *empowerment* and *responsibility*.

Finally, ESL instruction will familiarize students with the computer-related technology necessary to be successful in the GE curriculum. For example, ESL students will learn how to

make appropriate use of Internet resources and different on-line databases to perform the research necessary to complete their reading-to-write tasks.

ESL 080 (Introduction to English for Academic Purposes)

This is a pre-baccalaureate EAP course designed for undergraduate students, though graduate students will also be permitted to enroll in it. The broad goals of the course are (a) to acculturate ESL students to the academic literacy demands of GE courses and (b) to help ESL students develop their ability to read and write for academic purposes. Emphasis will be placed on a number of reading-to-write and listening-to-write tasks typical of 100-level GE courses. For example, in ESL 080, students will read content-based articles on a given topic, identify the main ideas of the articles, and recognize the authors' purposes and points of view. Then, ESL students will be asked to write reader-based summaries, followed by the students' interpretations of the articles in light of the students' experiences. Additionally, students will critique and edit their own and their peers' summaries. (See Appendix C.)

ESL 100 (English for Academic Purposes)

This is a baccalaureate EAP course designed for undergraduate students, though graduate students will also be permitted to enroll in it. Students in this course will have completed ENGL 095 (Basic Skills Writing I) and/or 096 (Basic Skills Writing II) and have chosen to enroll in ESL 100 prior to or while enrolled in ENGL 101 (Composition I).

Since many GE courses at CSLA require students to complete complex reading-to-write assignments such as research paper assignments, this course has been designed to reflect those demands. The broad goals of this course are to (a) teach ESL students the genre of the research paper, (b) observe and discuss students' own and their peers' composing processes, and (c) identify and use the surface-structure conventions of written English. Examples of some of the activities to be done in this course include, among others, learning how to paraphrase, quote, and integrate other writers' ideas into the students' own paper assignments. Additionally, the topics used in ESL 100 will be broad and drawn from the GE curriculum. Examples of possible themes include *immigration policies*, *health-related issues*, and *the impact of the media*. (See Appendix C.)

ESL 300 (Advanced English for Academic Purposes)

ESL 300 is a baccalaureate course designed for graduate and transfer students whose TEAP scores indicate a need for additional English language development. Departmental referrals and self-referrals by students who want to enroll in this course prior to enrolling in the Upper-Division Writing courses will also be permitted to enroll contingent on their TEAP scores.

The broad goals of ESL 300 are (a) to acculturate students to the reading and writing demands of specific content areas and (b) to help students improve their English language skills prior to enrolling in Upper-Division Writing Courses. Given that the content of ESL 300 will be driven by the demands of specific content areas, the ESL Program will offer different versions of it. It is envisioned that departments or schools with large numbers of international students and recent immigrants and refugees, such as the School of Business and Economics, will request specific sections of ESL 300 specifically for their students. Other, more general, sections of ESL 300 will be designed for "general science" majors, "humanities" majors, "social science" majors, and so on. (See Appendix C.)

Should These ESL Courses Be Offered for Credit?

It is assumed that the sub-collegiate ESL course, ESL 080, is a non-baccalaureate-credit-bearing class. However, the question of what kind of credit to award for the baccalaureate-level ESL courses, ESL 100 and 300, remains. Other CSU campuses give credit for ESL courses, though there is no wide agreement about the specifics. Some campuses permit students to use these courses to satisfy the foreign language portion of the Humanities block of the GE requirements. Others permit students to use them as elective credits toward their degrees. Still others permit students to use certain ESL courses to satisfy the freshman composition requirement. The arguments for and against each of these approaches are equally compelling, but the ultimate answer will come only after a careful process of deliberation involving the full range of standing committees of the Academic Senate.

The English Composition Requirement and the ESL Program

All students who enter the university as freshmen are required to take the EPT within two quarters of their initial enrollment to determine their readiness for ENGL 101. The EPT is

administered to both native and non-native English speakers. Currently, students who score 151 or higher on the EPT are placed in ENGL 101; and those who score below 151 are placed in either ENGL 095 or 096. These procedures apply to all students, native and non-native English speakers alike.

Under the proposed ESL Program, ESL students who are required to enroll in ESL 080 will be allowed to defer taking the EPT until they have completed ESL 080, so long as they enroll in 080 within two quarters of their admission to the university. They will then be required to enroll in ENGL 095/096 or 101 based on their EPT scores.

Two Models for Revising ENGL 095/096 for ESL Students

While the exact number of ESL students at CSLA is not known at present, the English Department is currently considering two models for a revision of the ENGL 095/096 courses that is underway. The first is a Team Teaching Model. In this model, ENGL 095 and 096 would be revised to encourage team teaching. To the extent possible, the department would schedule two sections of each course at the same time, in adjoining rooms. One of these sections would be taught by someone with ESL expertise. Both instructors would share responsibility for the two sections, but the ESL instructor would devise some assignments for ESL students and perhaps do most of the conferences with these students. The English Department reports that the team teaching model has been employed in ENGL 095 and 096 in the past with some clear benefits. For instance, the interaction of two instructors with different areas of expertise can improve the skill of both teachers. This model would be especially attractive if the TEAP showed that about half of the 095/096 students require ESL services.

The second model being considered is the Adjunct Model. In this model, students who have completed ESL 080 would be allowed to sign up for a two-unit adjunct course along with their sections of ENGL 095, 096, or 101. The adjunct courses would address the special problems of these students and provide additional assignments. Cooperation between the Composition faculty and the ESL instructors teaching the adjunct courses would be essential, and specific procedures would need to be devised to define the kinds of extra help that ESL students should receive. This model would be especially attractive if the TEAP showed that only a relatively small number of students needed ESL--enough to fill up one or two adjunct classes.

The Upper-Division Writing Requirement and the ESL Program

All students enrolled in undergraduate degree programs are required to take an upper-division writing course in their major department. This requirement applies to all students, whether they are identified as native or non-native speakers of English. The ESL 300 course is designed to prepare students for the academic writing demands of their major departments' upper-division writing courses, not to replace them.

Existing ESL Services at CSLA

At present, students admitted to CSLA who are found to need additional English language development have few options. The American Culture and Language Program (ACLP) in Continuing Education (CE) offers intensive ESL instruction at six proficiency levels, ranging from beginning to advanced, and CSLA students may enroll in these classes. Although currently enrolled CSLA students who take these classes are offered a discount if they are regularly enrolled at CSLA, these classes nevertheless are considered CE classes and, therefore, students must pay these fees in addition to their regular university tuition. Undergraduate ESL students who qualify for services by the Student Support Services office may enroll in EDCI 093 (Development of Study Skills: Reading), which provides basic ESL reading and writing instruction following an adjunct model. The same office also organizes ESL study groups which are attached to content-area GE classes.

Projected Flow-pattern for ESL Students Entering CSLA

In order to illustrate how the proposed ESL program will function, it is useful to consider the pattern ESL students will follow upon entering CSLA.

Admission. Students admitted to CSLA will be asked to identify their native language and, for those who were not born in the US, to report the date of entry. Students for whom English is not the native language and who have lived in the US about 4-6 years or less will be scheduled to take the TEAP.

Testing. The EPT must be completed by all new non-exempt undergraduates within two quarters of their initial enrollment in the university and prior to placement in appropriate university English coursework. Non-native English speakers who have been in the US several

years or less, including both international students and recent immigrants, will first take the TEAP. Undergraduate students found to need ESL instruction will be allowed to take ESL 080, so long as they enroll in it within two quarters of their initial enrollment in the university. Upon completion of it, they will be required to take the EPT to determine their placement in the English composition program. Transfer and graduate students may be advised to enroll in ESL 080 or ESL 300, depending on their TEAP scores.

ESL Courses. The first course in the ESL Program is ESL 080. Upon completion of this course, undergraduate ESL students will take the EPT and proceed to take ENGL 095, 096, or 101. Upon completing ENGL 096, ESL students will be permitted to enroll in ESL 100. However, it should be noted that enrollment in ESL 100 is optional.

Non-native English speaking transfer and graduate students will be required to take the TEAP to determine whether they need to enroll in ESL 080 or ESL 300, or be exempt from the ESL Program. Additionally, placement in these courses will be done through advisers' and departmental referrals. Enrollment in ESL 300 will also be optional, and students will be permitted to enroll in this course prior to or while taking the Upper Division Writing Courses.

Oral Skills Development. ESL students will also be able to take advantage of classes which deal with oral skills. At present, two CSLA departments offer such courses, each from its own theoretical perspective. SPCH 094 and SPCH 150 provide instruction for ESL students in effective communication skills, including pronunciation, projection, and related oral skills. On the other hand, COMD 160 provides instruction in articulation skills. It is expected that these courses will continue to be offered.

The Proposed Curriculum and the University's Curricular Process

This discussion paper will be the basis of a Final Report of this grant submitted to the Provost and Vice President for Academic Affairs in June 1996. The curriculum described herein was prepared in accordance with a plan outlined in the grant proposal. The culminating activity of this grant is a University-wide symposium, scheduled for May 16, and it is expected that this paper will serve as the background material for the individuals who attend this symposium. The question remains, however, of what would be the appropriate avenue for the subject of this proposal--the role for ESL at CSLA--to receive the serious consideration it merits by the

University's academic governance structure. As specific as this document may be in certain important details, it falls short of what is required for full consideration by the Academic Senate as a proposal for a new curriculum. The course descriptions are intended to illustrate the content we envision, but they would ultimately need to be recast as new course proposals and channeled through the appropriate standing curricular committees. It was felt that it would be premature to carry these descriptions to that point until it is decided which department will initiate the proposals. Two obvious candidates would be the English Department, which currently houses the University's Composition Program, and the TESOL Program, which is staffed by experts in the fields of ESL and Applied Linguistics. Another possible approach would be for the program to be structured as a University program and housed in an administrative unit, perhaps the University Learning Services area, which includes the University Writing Center. This is an important question, with significant budgetary and territorial implications. It is expected that this question, in particular, will generate extensive discussion in the May 16 symposium and that from this discussion will emerge a sense of which of these departments will accept the responsibility and commitment to continue the process forward to the next step.

Evaluation of the Discussion Paper

Because a revised version of this paper will form the basis of the Final Report of the grant which funded this project, comments were solicited from a wide range of individuals, both from this campus and beyond. A working draft of the Discussion Paper was read and discussed by the ESL Advisory Committee. Numerous changes based on their comments have been incorporated, and the paper already has gone through several drafts. In addition, the paper was distributed to more than 20 prominent Applied Linguists and ESL specialists who attended the annual conventions of the American Association of Applied Linguistics (AAAL) and Teachers of English to Speakers of Other Languages (TESOL) four weeks ago. Thus far, eight of these individuals have responded. Additional evaluative comments will be added as they are received. It is expected that additional modifications will be made based on the discussions held during the May 16 symposium. In the case of the local readers, an effort was made to include every point of view expressed, in an attempt to represent a consensus view. Comments from the external readers, on the other hand, served as a measure of the extent to which the curriculum model described reflects

the current views about the "best practices" in the field of ESL. Many of these comments, particularly those pertaining to the actual curriculum descriptions presented in Appendix C, were also incorporated.

In addition to the ESL Advisory Committee, comments were received from two other CSLA personnel Sylvia Scott-Hayes, Associate Director of the University Writing Center, and Karen Johnson, Administrator of the Title III grant. The external readers who have responded thus far include Donna Brinton, Lecturer in Applied Linguistics, and Coordinator, ESL Program, UCLA; Marianne Celce-Murcia, Professor of Applied Linguistics, UCLA; Robbie Ching, Director of ESL Program, Learning Skills Center, CSU Sacramento; Robert Kaplan, Professor Emeritus, USC; Larry Robinson, Professor of English, Cal Poly Pomona; Karen Russikoff, Assistant Professor of English, Cal Poly Pomona; Sharon Hilles, Assistant Professor of English, CSU San Bernardino; Pat Porter, Professor of English, and Director, ESL Program, San Francisco State University.

APPENDIX A

ESL Advisory Committee Membership

NAME	CAMPUS AFFILIATION
Alfred Bendixen	Acting Chair, English Department
John Edlund	Director, University Writing Center
Janet Fisher-Hoult	Provost Designee
Jose Galvan (Project Director)	Coordinator, TESOL Program
Sally Gardner	Director, ACLP
Alfredo Gonzalez	Dean of Undergraduate Studies; Title III Grant Principal Investigator
Judith Hamera	Chair, Communication Studies
Lia Kamhi-Stein	Faculty, TESOL Program; Curriculum Development Project
Antony Kunnan	Faculty, TESOL Program; Placement Test Development Project
Lisa O'Connor	Faculty, Communications Disorders
Alice Roy	Faculty, English Department; Writing Skills Sub-Committee Chair
Carole Srole (Fall 1995; Winter 1996) Beverly Krilowicz (Spring 1996)	Faculty, History Department (Srole) and Biology & Microbiology (Krilowicz); participants in the G.E. Curriculum Development Phase of Project LEAP

APPENDIX B

CSLA Admissions Requirements for Non-Native Speakers of English

applying for fall admission or no later than November if applying to San Luis Obispo. Test scores are also used for advising and placement purposes. Registration forms and the dates for either test are available from school or college counselors or from a campus testing office. Cal State L.A.'s Testing Office is located in the Learning Resource Center, Library, Palmer Wing 1040C, phone (213) 343-3160. Or, you may write to:

The College Board (SAT I)
Registration Unit, Box 592
Princeton, New Jersey 08541
(609) 771-7888

American College Testing Program (ACT)
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240
(319) 337-2370

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). Some campuses require a higher score. Cal State L.A. requires a minimum 550 score on the TOEFL.

Systemwide Placement Tests Required of Most New Students

The CSU requires that new students be tested in English and mathematics after they are admitted. These are not admission tests, but a way to determine if you are prepared for college work and, if not, to counsel you how to strengthen your preparation. You might be exempted from one or both of the tests if you have scored well on other specified tests or completed appropriate courses. These tests are described later in this chapter in the section titled *Undergraduate Tests and Examinations.*

Credit for Nontraditional Learning Experiences

Credit for certain nontraditional learning experiences may be used in determining eligibility and credit allowances of undergraduate applicants. These nontraditional credit allowances are listed and described below. A more detailed analysis of each category appears later in this chapter under *Evaluation of Transfer Credit.*

CATEGORIES AND CREDIT ALLOWANCES

- Baccalaureate-level course credit certified by the Defense Activities in Nontraditional Education Support (DANTES) yields a maximum of 36 quarter units.
- Advanced Placement examinations of the CEEB with scores of 3, 4, or 5 yield 9 quarter units for each examination.
- For credit allowance for standardized external examinations, including CLEP, Advanced Placement, the CSU English Equivalency Exam, the American Chemical Society Cooperative Examination, see the explanations later in this chapter.
- For basic training in military service, 9 quarter units are awarded for 1 year or longer of active duty and 4 1/2 quarter units for 6 months to one year.
- Civilian and military courses and schools recommended for credit by the American Council on Education's Commission on Educational Credit and Credentials yield a maximum of 12 quarter units.

International (Visa) Student Admission Requirements

The CSU must assess the academic preparation of international (visa) students. For this purpose, *"international students"* include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

The California State University uses separate requirements and application filing dates in the admission of international (foreign) students. Verification of your English proficiency (see the section of TOEFL requirement for undergraduate applicants), financial resources, and academic performance are all important considerations. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Priority in admission is given to residents of California.

International (visa) applicants and all others who are not permanent U.S. residents will be admitted to Cal State L.A. only if they meet one of the following sets of requirements:

- Completion of two years (84 quarter units or equivalent) of acceptable college work with a minimum 2.4 grade point average as evaluated by the university (A = 4.0) and a minimum 550 score on the Test of English as a Foreign Language (TOEFL); or
- Graduation from a foreign high school where the language of instruction was not exclusively English, a minimum 2.4 grade point average in any college work attempted (as evaluated by the university), and a minimum 550 TOEFL score. The academic eligibility requirement for high school work is the same as for graduates of U.S. high schools outside California, although submission of ACT or SAT scores is not necessary; foreign high school equivalencies will be determined by the University; *or*
- Graduation from a foreign high school where the language of instruction was not exclusively English and a minimum 550 TOEFL score. The academic eligibility requirement is the same as for graduates of high schools outside California, although submission of ACT or SAT scores is not necessary. Foreign high school equivalencies will be determined by the University.

Applicants who have attended full time for at least three years either an accredited U.S. college or university or a foreign high school, college, or university where the exclusive language of instruction was English are exempted from the TOEFL requirement.

Variation from the TOEFL requirement will be considered by the Director of Admissions and University Outreach for applicants who have satisfied one of the following conditions:

- Graduation from a California high school after completion of at least one full year of academic course work. The academic eligibility index requirement is the same as for other graduates of California high schools. Submission of a TOEFL score is not necessary; *or*
- Graduation from another U.S. high school, an accredited international high school, or a U.S. dependents' high school overseas after completion of at least one full year of academic course work. The academic eligibility requirement is the same as for U.S. residents who are graduates of U.S. high schools outside California. Submission of a TOEFL score is not necessary; *or*
- Graduation from a high school in a country where the exclusive language of instruction is English. The academic eligibility requirement is the same as for graduates of U.S. high schools outside California, although submission of ACT, SAT, or TOEFL scores is not necessary. Foreign high school grade

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point average and course equivalencies will be determined by the university.

In exceptional cases, the Director of Admissions and University Outreach may waive the TOEFL score requirement if recommended by the applicant's proposed major department or division. Variation from the minimum TOEFL score will be considered only for applicants with a *B* (3.0) grade point average as evaluated by the Admissions Office and whose TOEFL score is not more than ten points below 550.

The U.S. Immigration and Naturalization Service (INS) requires that F-1 visa undergraduate students carry a minimum study load of 12 quarter units. Visa students must have advance proof of adequate financial resources, be in good health, and comply with all Cal State L.A. and INS regulations. Consult International Student Services, (213) 343-3170, for information about visas, housing, and related matters. Application forms for international students, available at the Admissions Office, should be submitted during the initial filing period for the desired quarter of entry.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or ASP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA Association of International Educators. The campus President or designee shall determine which insurance policies meet these criteria. Further information may be obtained from the International Student Services Office, Administration 127, (213) 343-3170.

General Guidelines for Foreign Records

Applicants with foreign academic work are required to submit official copies of academic records, along with a certified English translation. Academic records should include: secondary school records; yearly records from each college or university attended, indicating the number of hours per semester or per year devoted to each course and the grades received; and official documents that confirm awarding of the degree, with the title and date.

All official documents submitted become the property of the university. The acceptability of any foreign work will be determined by the university.

Second Baccalaureate Applicants

Students who have earned a baccalaureate from an accredited institution may earn a second baccalaureate at Cal State L.A.; they are admitted as undergraduates when they specify such an objective on their application. Admission for all other postbaccalaureate objectives is described in the *Graduate Programs* section.

Special Admission Categories

Adult Students

As an alternative to regular admission criteria, applicants who are twenty-five years of age or older may be considered for admission as adult students if they meet all of the following conditions:

- Possess a high school diploma or have established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination); *and*
- Have not been enrolled in college as full-time students for more than one term during the past five years; *and*
- If they have attended any college in the last five years, have earned a *C* (2.0) average or better.

Consideration is based on a judgment about whether the applicant is as likely to succeed as regularly admitted freshmen or undergraduate transfer students and will include an assessment of basic English language and mathematical computation skills. Questions should be directed in writing to the Director of Admissions and University Outreach.

Educational Opportunity Program (EOP)

The Educational Opportunity Program (EOP) provides assistance to undergraduate students who are disadvantaged because of their economic or educational background. EOP serves California residents who do not meet regular admission criteria, as well those who qualify for regular admission, if they have a history of low income and need academic and financial assistance.

In addition to special admission procedures, the program provides specialized orientation, financial assistance, advisement by professional and peer counselors (usually upper division students), tutoring, and access to specialized courses. Because not all EOP applicants can be guaranteed admission, alternative opportunities should be investigated. Applications and information may be obtained from the EOP Office, Student Affairs 215, (213) 343-4EOP

Early Entrance Program (EEP)

Cal State L.A.'s Early Entrance Program (EEP) serves highly gifted students who need the academic challenges of a university environment to develop intellectually, but who are chronologically younger than traditional undergraduates and who have not yet graduated from high school. Students who are less than 14 years old at the start of the fall quarter but who have at least started the seventh grade are candidates for the program. Participation is open by invitation, and admission is based on performance in an academic assessment inventory administered by the program director, personal interview of the applicants and their parents, and, when appropriate, interview of the gifted student program coordinator or principal of the applicants' home school.

EEP students begin by taking a limited number of units at Cal State L.A., while still enrolled at their home school. Those whose academic and personal performances are judged adequate may progress to full-time university enrollment on a gradual basis. Regular meetings with the program director are mandatory, and participation in scheduled activities is required. EEP students may apply for scholarship assistance and are eligible for the General Education Honors Program when they have become full-time students. For further information contact the EEP director at (213) 343-2250.

High School Students

Students still enrolled in high school are considered for enrollment in certain special programs if recommended by their principal and the appropriate campus department or division chair and if their preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment. Two such Cal State L.A. programs are described in the following paragraph.

Accelerated College Enrollment (ACE) and Pre-Accelerated College Enrollment (PACE)

The ACE program is designed for high school seniors and juniors and the PACE program is available for mentally gifted or talented ninth and tenth graders. Through the ACE and PACE programs, eligible students enroll in selected regular college courses and receive college credit for them. These programs are coordinated by the Associate Director of Admissions and University Outreach Student Affairs 101, (213) 343-3178. Admission to these programs does not necessarily constitute the right to continued enrollment.

Application Filing Periods for International (Visa) Applicants

Application filing periods for international (visa) applicants differ from those for domestic applicants because of additional time required in evaluating records and preparing necessary documents for the Immigration and Naturalization Service (INS). The filing periods are established as follows:

Quarter	Application Filing Period
Fall Quarter	November 1–30
Winter Quarter	June 1–30
Spring Quarter	August 1–31

The Admissions Officer may waive this advance application requirement if circumstances warrant. In addition to the academic requirements outlined below, international students must have competence in the English language, financial resources adequate to provide for all expenses during their period of study at Cal State L.A., and must be in good health. Those admitted to this country on the basis of acceptance by another college are expected to complete at least one year at that college before applying for admission to Cal State L.A.

Application Acknowledgment

Normally, you may expect to receive an acknowledgment of your application from your first choice campus within two to four weeks of filing the application. A notice that space has been reserved for you will also include a request that you submit the records (transcripts and test scores) necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet admission requirements. Such a notice is not transferable to another term or to another campus.

Transcript Requirements

Applicants with either a degree or credential objective must request that two copies of official transcripts from each college or university previously attended be sent directly to the Admissions Office. Applicants who are required to have one copy of their transcripts sent to an academic department or division as part of their major program application and those applying without a degree or credential objective are required to have only one copy of each transcript sent to the Admissions Office.

All transcripts become Cal State L.A. property and will not be released or copied except for those that applicants request be redirected to another CSU campus. Processing of applications cannot be guaranteed unless all required documents are received during the designated application period. Individuals who do not file an application for admission are advised that transcripts are retained for one year, after which they are destroyed.

Test of English as a Foreign Language (TOEFL) Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must achieve a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

In exceptional cases, the Director of Admissions and University Outreach may waive the TOEFL score requirement if recommended by the applicant's proposed major department or division and the School Graduate Dean. Variation from the minimum TOEFL score will be considered only for applicants with a B (3.0) grade point average as evaluated by the Admissions Office and whose TOEFL score is not more than ten points below 550.

University Requirements for Master's Degrees

All candidates for master's degrees at Cal State L.A. must complete the following minimum requirements:

Unit Requirement. Completion of at least 45 quarter units in approved courses, of which at least half (23) must be in graduate (500-level) courses. Master's degree programs whose minimum total units are established at more than 45 quarter units must include at least half of those units in courses at the graduate (500) level.

Grade Point Average Requirement. Achievement of a minimum B (3.0) grade point average in all courses on the approved degree program. A grade of C is allowed on the program; however, any grade below C requires that the course be repeated with both grades computed in the grade point average.

Residence Requirement. At least 32 quarter units for the master's degree completed in residence at Cal State L.A.

Postbaccalaureate Writing Proficiency Requirement. Fulfillment of the Postbaccalaureate Writing Proficiency Requirement, as described earlier in this chapter.

Culminating Experience Requirement. A comprehensive examination or a thesis or project as described later in this chapter.

Completion of Program. Completion of the final approved program and any special department or division requirements and the passing of a comprehensive examination within the number of attempts allowed by the department or division and school or the filing of a thesis or project report approved by the candidate's thesis/project committee and cleared by the library.

Time Limitation. No subject, unit, or grade credit will be granted for any course completed more than seven years prior to the date of completion of the master's degree. In extraordinary circumstances students may petition and the school may grant permission to validate such an expired course by an examination given by and with the concurrence of the department or division offering the course. An expired course taken at another institution may not be validated by examination.

Faculty Recommendation. Recommendation for the degree by the faculty.

Advisement. As the first step of registration, all students must obtain department or division approval of the courses selected for each quarter's study program. To assist in the initial advisement and course selection process, newly admitted students need to bring a personal copy of their college transcripts and their evaluation, if received.

Early in their first quarter students should make an appointment with a graduate faculty adviser to plan a complete program of study for the degree, if this cannot be accomplished during the advisement session preceding the initial registration. The approved master's degree program becomes the basis for evaluating the student's eligibility for receiving the degree. Changes in the program of study may be made only with the approval of the student's academic adviser and school graduate dean. Students who have not declared a degree or credential objective should consult the Associate Dean of Graduate Studies, Administration 710.

Credit for Transfer Work

To receive credit toward a master's degree for acceptable postbaccalaureate work taken at other colleges or universities, students must have official transcripts forwarded to the Admissions Office, and must file a "Request for Records" (Form GS-1A) with their major department or division. Cal State L.A. will allow credit for [illegible]

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APPENDIX C

Description of Proposed ESL Course Content

THE PROPOSED ESL CURRICULUM

ESL 080—Introduction to English for Academic Purposes

TARGET SKILLS	READING/LISTENING FOCI	WRITING FOCUS	INSTRUCTIONAL FOCI		
			Learning Strategy Focus	Grammar Focus	Technology Focus
• Information Processing--Written Discourse	• Readings selected from discipline-based textbooks, magazines, newspapers and journals in 100-level GE courses	• Writer-based summaries • Identifying main ideas and supporting facts • Making inferences • Drawing conclusions	• Keeping a journal (metacognitive awareness training) • Underlining & highlighting • Developing background knowledge • In-depth or narrow reading • Reciprocal teaching, textbook structure training, SQ3R • Previewing, skimming, scanning, summarizing • Vocabulary in context • Vocabulary development • Timed & paced reading • Recognizing the author's purpose & point of view • Separating facts from opinion • Peer editing	• Verb tenses • Connectors related to rhetorical mode contained in the readings • Indirect speech	• Word processing • E-mail training (keeping a journal on E-mail)
• Library Unit	• Readings selected through databases	• Summarizing and responding to content-based articles	• Text Structure Training: Graphic Organizers (metacognitive awareness training)	• ***Recycling:*** *Connectors related to the rhetorical modes in the readings*	• Electronic databases and the World Wide Web: Library instruction • ***Recycling:*** *E-mail training*
• Information Processing--Oral Discourse	• Authentic lectures	• Study-summaries • Note-taking	• Identifying the thesis, purpose & scope of a lecture • Recognizing the topic of a lecture, role of discourse markers • Listening for main ideas and supporting facts • Deducing meaning of words from context • Recognizing function of intonation to signal information structure	• Discourse markers	• ***Recycling:*** *The World Wide Web. Audio recordings*

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ESL 100--English for Academic Purposes

TARGET SKILLS	READING FOCUS	WRITING FOCUS	INSTRUCTIONAL FOCI Learning Strategy Focus	Grammar Focus	Technology Focus
• Information Processing--written discourse	• Readings selected from discipline-based textbooks, magazines, journals, and newspapers used in cognitively- and linguistically-demanding GE courses	• Writer-based summaries • Writing in the margins	• Summarization strategy instruction (differences between writer- vs. reader-based summaries)	• Verb tenses • Connectors related to rhetorical mode used in the readings	• E-mail training
• Library Research	• Abstracts and articles on a given topic	• Reader-based summaries • Identifying research issues: Narrowing down a topic	• Library descriptors • ***Recycling:*** *Writer-based summaries*	• Articles—definite/indefinite, first/second mention	• Electronic databases and the World Wide Web: Library instruction
• The Genre of the Research Paper	• Deconstructing sample thesis statements, research questions, and hypotheses	• Writing thesis statements, research questions, hypotheses	• Clustering, mapping.	• Conditionals • ***Recycling:*** *Verb tenses*	• ***Recycling:*** *E-mail training* • ***Recycling:*** *Electronic databases and the World Wide Web*
	• Reading and deconstructing sample Literature Reviews	• ***Recycling:*** *Reader-based summaries on a topic* • Combining summaries into a cohesive Literature Review	• ***Recycling:*** *Summarization strategy instruction* • Quoting, paraphrasing, avoiding plagiarism • Structuring the literature review (rhetorical modes)	• Grammatical forms related to summary writing: Indirect speech • ***Recycling:*** *Connectors related to rhetorical mode in the literature review*	• ***Recycling:*** *E-mail training*
	• Reading and deconstructing sample Introductions	• Going from general to specific ideas • Showing how the study fits within the field	• ***Recycling:*** *Clustering, mapping* • Analyzing the issues and taking a position • Revising and editing	• Subject-verb agreement • Grammar trouble spots	• ***Recycling:*** *E-mail training* • Word processing
	• Reading and deconstructing sample Discussions	• Writing the Discussion section	• Interpreting the literature Relating the interpretation to the thesis statement, research questions, hypotheses	• Relative clauses • Lexical choice & cohesion	• ***Recycling:*** *E-mail training* • ***Recycling:*** *Word processing*
	• Reading and deconstructing sample Conclusions	• Writing the Conclusion section	• Writing summary statements • Drawing conclusions and writing implications	• ***Recycling:*** *Subject-verb agreement*	
	• Reading the sections of the paper	• Revising the final paper	• Self & peer-revision, self- & peer editing.	• Editing grammar problems	• ***Recycling:*** *Word-processing* • Posting the papers on the WWW

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Sample ESL 300—Advanced English for Academic Purposes (General Science)

TARGET SKILLS	READING FOCUS	WRITING FOCUS	INSTRUCTIONAL FOCI		
			Learning Strategy Focus	Grammar Focus	Technology Focus
• Information-Processing	• Reading Biology and Microbiology-related articles selected from discipline-specific journals	• Writing writer-based summaries • Writing in the margins	• Summarization strategy instruction (differences between writer- vs. reader-based summaries) • Quoting, paraphrasing, avoiding plagiarism	• Linking words and phrases	• Word processing • E-mail
• Conducting an experiment	• Following written instructions	• Tallying data	• Keeping a log, recording information • Making qualitative observations	• Using appropriate adjectives	• ***Recycling:*** *E-mail training*
• Library research	• Abstracts on a topic to be used throughout the term	• ***Recycling:*** *Writer- and reader-based summaries* • Identifying research issues: Narrowing down the topic	• Identifying the gist of an article • Writing comparative summaries • Text structure training: Graphic organizers		• Electronic databases and the World Wide Web: *Researching a topic*
• The Genre of the Scientific Paper	• Reading and deconstructing sample hypotheses or purpose statements	• Writing hypotheses and purpose statements	Clustering, mapping	• Relative clauses • Verb tenses in purpose statements	
	• Reading and deconstructing sample Materials and Methods sections	• Writing the Materials and Methods section	• Writing step-by-step procedures	• Past tense • Given and new information • The grammar of definitions	• ***Recycling:*** *E-mail training*
	• Dealing with charts, graphs, and tables • Reading and deconstructing sample Results sections • Reading and deconstructing sample Literature Cited sections	• Verbal and visual presentation of the Results section • Writing a preliminary Literature Cited section • *Revising the Materials and Methods section*	• Summarizing the results and pointing out discrepancies • Creating graphs, charts, and tables • Writing references • Revision strategies	• Active and passive voice	• Making charts, and graphs
	• Reading and deconstructing sample Introductions	• Writing the Introduction section • *Revising the Results section*	• Making generalizations about a topic and supporting the generalizations with evidence • Positioning the research topic in the context of the field. • Summarizing prior research and creating a research space • Presenting the hypotheses or purpose statements • Revision strategies	• Using appropriate verbs, adjectives, and tenses • The "four" moves	• ***Recycling:*** *Electronic databases and the World Wide Web. Researching the topic*
	• Reading and deconstructing sample Discussion sections	• Writing the Discussion section • *Revising and editing the paper*	• Interpreting the results and supporting or rejecting the interpretation in terms of previous experiments • Reflecting on the methodology and limitations • Presenting a general conclusion based on the study results	• Using phrases of generality • Making claims: qualifications and strength	• Posting the data collection project on the WWW

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